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AUTHOR Hatley, Richard V.; Whitworth, Jerry E.
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ABSTRACT

The report examines the state of the art in the preparation of special education directors and presents findings from questionnaires completed by personnel in 34 Kansas and 39 Missouri districts. Detailed ratings are provided for the importance of knowledge/training/experience on 24 aspects, including fiscal procedures, curriculum development and supervision, staff personnel selection, school law, collective negotiations, school/community relations, and legal issues of special education. Among conclusions drawn are that all categories of personnel have fairly consistent perceptions of the special education administrator's job, and that training in general administrative and special education processes is needed for preparation of a special education director. (CL)

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A COMPARATIVE ANALYSIS OF ADMINISTRATIVE ROLE EXPECTATIONS BY REGULAR AND SPECIAL EDUCATION PERSONNEL

Paper Presented at the 57th Annual
International Convention
of
the Council for Exceptional Children

Richard V. Hatley
University of Missouri

Jerry E. Whitworth
University of Missouri

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The field of special education has, in the last quarter century, experienced an electrifying growth. The new challenges provided by legislation and the new vistas revealed by increased public awareness have resulted in a breathtaking view of the educational potential available to the children of our nation. Educational leaders have stood on the mountaintop and seen the great promise that lies ahead, but the reality has not always been equal to the promise. Now, with the adoption of Public Law 94-142, the implementing regulations of Section 504, and the ever-expanding volume of court cases supporting the rights of the handicapped, special education has come into its own. It has been said that the "quiet revolution" is ended.

However, as with the end of any revolution, mechanisms must be set up, policies written, programs begun, to insure that the hard fought victories won are not wasted or forgotten. Education today is at a crossroads of sorts. The direction now chosen regarding special education can have important impact on the field for many years to come. It is at the local school district level that this final battle will be won or lost. As Schipper and Kenowitz (1976) noted,

> Clearly, the onus is now on society and its institutions, especially educational institutions, to take into account the needs of handicapped persons and to plan for meeting those needs. Schools are the delivery system, the places where society's decisions to fulfill the promise of a brighter future for the nation's exceptional children and youth are carried out. (p. 401)

As each school district strives to implement the social, legislative, and judicial mandates of special education, each must struggle with a host of new structures, new terminology, and new problems. To administrators and teachers, already overburdened and anxious concerning the many pressing and critical problems facing education, the issue of special services to the handicapped offers

more instructional dilemmas and organizational headaches. Frustrated superintendents and building principals struggle with the administrative knots resulting from mandated special education services. Mounting public and legal pressures have often taxed the institutional system of the schools to provide needed services. The broad and far-reaching goals of P.L. 94-142 have sent school boards scurrying to develop and implement needed services for the exceptional child.

Into this swirling labyrinth of ambiguities, confusions and complexities enters an educational professional heretofore little noticed and lightly regarded, but whose importance increases almost daily; the special education director. The mantle falls on this individual to bring to this emerging field a new combination of expertise and competencies. If a special education is truly to become a reality for every child served by the educational system, then a new breed of professional joining the abilities and training of the special educator with those of the administrator in a precise and productive combination must be prepared. This blend of special education insight and experience and administrative training must unite to assume the leadership position in the delivery of services to exceptional children. Kohl and Marro (1970) wrote:

> If what is known about organization in general holds true in special education, and there is no reason to believe it does not, the central position around which organizational concerns revolve is that of administration of special education. This person, more than any other, will be involved either directly or indirectly in decisions that will affect the lives of millions of people, the spending of billions of dollars, and the organization, administration,

and supervision of thousands of programs for students with disabilities.

Regarding the importance of the director of special education, Jones and Wilkerson (1975) observed that he or she is one of the few administrative personnel in the schools who has true K-12 responsibility. Gearheart (1967) wrote that a special education administrator is obviously the key person on the special education team. Forgnone and Collings (1975) acknowledged the demand for special education administrators to direct special education programs. They stated that as special education grows and becomes more complex, that need becomes imperative. Connor (1961) noting that criteria and selection processes for choosing leadership personnel were almost non-existent, predicted that recruitment and selection for the job of special education leaders will increasingly take into account the multiplicity of qualifications needed by those who are to fill each position. Kern and Mayer (1970) noted the growing complexity of special education and wrote,

> It has become apparent that the complexity of special education demands the leadership of a well-trained, highly qualified professional who is a "specialist" but who must have a wide background of training and expertise in many exceptionalities. (p. 126)

Few would question the vital role that the director of special education will play in this growing field. And yet, the inconsistencies and inconclusiveness concerning the special education director's role and qualifications persist, and research to illuminate the controversy has been both minimal and conflicting.

This report concerns one attempt to cast some light on the murky waters of special education administration. More specifically, this effort was directed

toward ascertaining the job function and needed preparation of special education directors. But first, it is useful to interject a cursory view at the development of this field and the present state-of-the-art.

In 1928 Ayer found 16 major cities employed 29 supervisors and 6 directors of special instruction. Baker, in a 1944 review of special education research, reported that with very few exceptions special education programs were in the hands of regular administrators. Howe (1960) found only one study in the literature between 1953-1958 dealing with the administrator of special education. Kohl and Marro in 1970 wrote that the leadership position is relatively new. Its development emulated that of the elementary school principal and its titles and functions differ greatly.

Connor (1961) has reported that as individual exceptional children began to be grouped for instructional purposes, boards of education began to introduce the administrative aspects of special education. State coordinators began to visit special classes in order to improve instruction. Principals of residential schools began to combine administrative and supervisory functions. Superior teachers became principals of residential schools and general school administrators in large cities assumed responsibility for the special education program. Promotion to leadership positions in special education was almost entirely from the ranks of specialized teachers or medical personnel who developed an interest in children who were blind, deaf, or mentally handicapped.

The growth of special education has fostered many changes in the role of the special education director. Henderson (1967) accurately predicted a change in the type of personnel needed from that of purely administrative to a more complex model of administrative-supervisory roles. White (1969) contended that the emerging role of a special education director has taken on new meaning as a

result of changing methods, curriculum, funding programs, public interest and teacher demands. White further noted that the rapid growth of special education has fostered confusion, misunderstanding, and necessary redefinition of the role.

Some of the tasks of the special education director were described by Voelker (1967).

> Special education administrators and supervisors must be well prepared for this task. They should be well grounded in the principles of child growth and development and in the policies and practices of regular education as well as special education. They should be acquainted with the various community resources so that these ancillary services may be used when appropriate. They should possess the competencies necessary for helping principals, teachers, and parents combine their efforts for the ultimate good of exceptional children and youth. They should also have the ability to plan and direct necessary programs of research and evaluation in the various areas of special education. (p. 617)

Closely tied to the tasks and competencies of special education directors is the needed preparation of these individuals. Public Law 88-164, Section 301 of Title III authorized the Commissioner of Education to make grants to private or public institutions of higher education to prepare professional personnel for educating exceptional children. In order to implement this, $47 million dollars was authorized for expenditures over a 3-year period to train teachers and supervisors. This enactment resulted in an emphasis in the need for adequate preparation for administrators and coordinators. They were added

to the category September 1, 1965. In 1966 to 1967, eleven institutions received support from the U.S.O.E. for programs in special education administration.

There has been a great deal of discussion and controversy on the preparation of administrative personnel in special education. One of the major controversies revolves around whether this preparation should be in general or special education and administration. The majority of writers, however, have agreed that a mixture of both is necessary. Such writers as Kohl and Marro, Connor, Gallegher, Kirk, Tudyman, and Wyatt have argued that qualified leadership personnel in special education need a balanced combination of related experience and specialized training.

One of the first to imply a basic program for a graduate degree in special education administration was Kirk in 1957. According to Kirk, basic requirements should consist of: (a) a master's degree, (b) teaching certificate in an area of exceptionality, and (c) two years teaching experience.

The Council for Exceptional Children proposed, in 1966, standards for leadership personnel in special education.

1. Understanding of total educational process.
2. Knowledge of school organization and administrative processes.
3. Knowledge of various administrative provisions.
4. Knowledge of fiscal procedures.
5. Knowledge of curriculum development and methodology.
6. Knowledge of supervisory practices and theory and techniques of staff development.
7. Knowledge of psycho-educational and other diagnostic procedures.
8. Knowledge of personnel practices.
9. Knowledge and utilization of community organizations and resources.

10. Ability to identify, define, and influence the power structure, both within and outside of education.
11. Knowledge of public relations.
12. Knowledge of school law and legislative processes and their implementation.
13. Knowledge of school plant planning and utilization.
14. Knowledge of research techniques and procedures.
15. Knowledge of professional responsibilities to the field.

The Council of Administrators of Special Education (CASE) formed a standards committee for directors of special education in 1962. A list of competencies was included which was similar to that subsequently proposed by CEC. The report issued by CASE included a recommendation of a minimum of 30 semester hours in the administration and/or supervision of special education. Directors should, according to CASE, possess regular and special education teaching certification and hold a valid supervisor's certificate. An internship was recommended and a master's degree in education or educational administration was considered necessary. One year teaching regular education and 2 years teaching exceptional children was considered necessary.

Connor in 1966 offered his detailed program for training administrators of special education. This program included a broad and comprehensive background in special education, with post-master's work in administration. The entire program involved a master's degree plus thirty semester hours.

Connor concluded,

> . . .the present state of knowledge indicates the need for more information regarding incidence, definition, finances, organizational techniques, decision making, power structures, leadership

qualities, curricular effectiveness, political activity, personal values, selection of personnel, preparation patterns and community influence. (p. 163)

Milazzo and Blessing (1964), reporting a study of the National Association of State Directors of Special Education, developed some very specific recommendations and suggestions concerning the training of leadership personnel in special education. Among other things, Milazzo and Blessing stipulated that training programs should provide a common core of learning in special education and a differentiated core commensurate with the individual candidate's objectives.

Many writers have developed lists of the needed tasks and competencies of the special education director. One of the earliest was one developed by Mackie and Engle in their 1956 study. This study utilized directors and/or supervisors from twenty-four states and 112 school systems in cities of 25,000 or less to cities of over one million. Mackie and Engle involved a committee of 12 leaders in the field. This committee developed a ranking of 11 competencies. At about the same time Ray Graham, who at that time was Director of Special Education for Illinois developed a list of functions of special education directors.

In 1967 Plank divided 28 Kansas special education directors into 3 groups on the basis of the size of the special education program: (a) large, (b) medium, and (c) small. He then asked each to rank administrative competencies. Carney (1971) investigated the importance attached to 14 administrative responsibilites by special education administrators in Virginia.

In addition to lists of responsibilities, tasks and competencies, a number of writers have attempted to develop a job description for the special education director. Two of these were developed by the Illinois Office of Public Instruction in 1956 and Marshman in 1965. Some of the later descriptions, those

developed within the last five years, are very detailed and complex.

This study was designed to determine the activities and the needed preparation of the special education directors in Missouri and Kansas and how they are affected by various factors. In addition, more germane to this report, was an effort to determine how other members of the school community view the needed training of special education directors. Over-all the following specific questions were posed.

1. What are the perceptions concerning the preparation of special education directors that are held by:
   (a) Regular education teachers?
   (b) Special education teachers?
   (c) Principals?
   (d) School superintendents?
2. How are the perceptions of other personnel regarding preparation of special education directors related to the amount of training these personnel have in special education?
3. What is the relationship between actual and desired preparation of special education directors?
4. What is the relationship between actual and desired activities of special education directors?
5. How are the actual and desired preparation of special education directors related to such factors as:
   (a) Number of hours in special education?
   (b) Number of hours in general school administration?
   (c) Number of hours in special education administration?

(d) Number of years in position?

(e) Area of primary training?

(f) Previous position.

6. How are the actual and desired activities of special education directors related to such factors as:

(a) Number of hours in special education?

(b) Number of hours in general school administration?

(c) Number of hours in special education administration?

(d) Number of years in position

(e) Area of primary training?

(f) Previous position?

7. How are the actual and desired activities of the special education director affected by district size?

8. How are the actual and desired preparation of the special education director affected by district size?

9. What are the characteristics of special education directors in relation to the following factors:

(a) Hours in special education?

(b) Hours in general administration?

(c) Hours in special education administration?

(d) Years in position?

(e) Area of primary training?

(f) Previous position?

The thrust was to develop suggestions for leadership training programs for colleges and universities, certification guidelines for SEA's, in-service and employment standards for LEA's. To this end a proposal was developed and sub-

mitted to BEH in March of last year. That proposal was approved and funding commenced on July 15, 1978, and is to continue through July 14, 1979. The various components of the study can be shown by the time chart in Appendix A.

In the first component of this study questionnaires were sent to each of the 34 districts in Kansas and the 39 districts in Missouri who had previously agreed to participate. Participants in each district consisted of two building principals, two regular and two special education teachers, one superintendent and the special education administrator. All but the special education administrator were asked only to complete the Professional Preparation Questionnaire (see Appendix B). The special education administrator was also asked to respond to several other instruments designed to gather information necessary to address the questions posed by this investigation.

The professional preparation instrument contains a list of 24 items developed in consultation with professionals and from an analysis of existing literature. The items are primarily of three types: Those dealing with general administrative processes, those dealing with special education competencies, and those which are unique to the administration of special education. All eight personnel in each district were asked to respond to each item in terms of its importance to a special education administrator in their particular educational setting.

Despite the limitations of scaling techniques, it was deemed a desirable methodology for this particular investigation. The purpose of this study was basically to establish an empirical and experiential foundation for more substantial and specific studies to follow. It creates a threshhold in this area where virtually none existed before.

Although a massive amount of data was generated by this project, the

present report has as its focus one small portion of the total investigation and therefore must be placed in its proper contextual perspective.

Figure 1 displays how personnel in Missouri responded to the 24 items of the professional preparation instrument. The percentages refer to the number of individuals indicating that particular level of importance on the scaled response distribution array of the questionnaire. Both mean responses and the percentage array yield useful information.

Missouri

The items receiving the lowest mean scores from Missouri personnel are primarily those dealing with instruction, curriculum development and supervision, instructional techniques and remediation, and instructional programs for exceptional children. This reflects their perceived importance for the special education administrator. Predictably the teachers, both regular and special, scored these slightly lower, and therefore more important, than did the administrators.

Another area on which a great deal of emphasis is placed is the area dealing specifically with special education, such as; characteristics of exceptional children, and testing and diagnosis. Legal issues of special education was seen as important, particularly by special education directors, special education teachers, and superintendents. This may reflect these individuals' increasing contact with the recent legal developments in special education and their complexity.

Two items offering an interesting comparison are item 22, guidance and counseling, and item 18, parent counseling. The comparison reveals an importance placed on the special education administrator's ability to counsel. This counseling, however, is not the expertise that is useful in working with students,

Figure 1

Perceptions of Missouri School Personnel Regarding Specified Desired Preparation Areas (Instrument Items) for Special Education Directors

In your education setting, how important is knowledge/training/experience in:

1. Fiscal procedures (financing, budgeting development, etc.) relating to general school administration.

very important	1	2	3	4	5 unimportant
spec. ed. directors mean = 2.23	30.8%	33.3%	20.5%	12.8%	2.6%
spec. ed. teachers mean = 2.36	23.1%	34.6%	28.5%	9.0%	3.8%
reg. ed. teachers mean = 2.31	30.7%	29.3%	22.7%	13.3%	4.0%
principals mean = 2.16	29.7%	32.4%	24.3%	13.5%	0.0%
super-intendents mean = 2.05	36.8%	31.6%	21.1%	10.5%	0.0%

2. Fiscal procedures (financing, budget development, etc.) relating to special education.

very important	1	2	3	4	5 unimportant
spec. ed. directors mean = 1.59	56.4%	30.8%	10.3%	2.6%	0.0%
spec. ed. teachers mean = 1.62	59.0%	26.9%	9.0%	3.8%	1.3%
reg. ed. teachers mean = 1.72	53.3%	28.0%	13.3%	4.0%	1.3%
principals mean = 2.03	37.8%	32.4%	21.6%	5.4%	2.7%
super-intendent mean = 1.45	68.4%	21.1%	7.9%	2.6%	0.0%

3. Curriculum development and supervision.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.87	0.0%	46.2%	28.2%	17.9%	7.7%	
spec. ed. teachers mean = 1.53	1.3%	59.0%	26.9%	11.5%	1.3%	
reg. ed. teachers mean = 1.37	0.0%	69.3%	25.3%	4.0%	1.3%	
principals mean = 1.49	0.0%	53.1%	36.5%	4.1%	1.4%	
super-intendents mean = 1.55	0.0%	52.6%	39.5%	7.9%	0.0%	

4. Staff personnel selection and development.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.36	74.4%	17.9%	2.6%	5.1%	0.0%	
spec. ed. teachers mean = 1.46	71.8%	14.1%	10.3%	3.8%	0.0%	
reg. ed. teachers mean = 1.29	80.0%	13.3%	4.0%	2.7%	0.0%	
principals mean = 1.22	82.4%	13.5%	4.1%	0.0%	0.0%	
super-intendents mean = 1.50	55.3%	39.5%	5.3%	0.0%	0.0%	

5. School law.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.54	59.0%	25.6%	12.8%	0.0%	2.6%	
spec. ed. teachers mean = 1.53	60.3%	29.5%	7.7%	2.6%	0.0%	
reg. ed. teachers mean = 1.80	45.3%	32.0%	20.0%	2.7%	0.0%	
principals mean = 1.57	55.4%	32.4%	12.2%	0.0%	0.0%	
super-intendents mean = 1.71	50.0%	28.9%	21.1%	0.0%	0.0%	

6. Collective negotiations.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 3.69	5.1%	10.3%	35.9%	17.9%	30.8%	
spec. ed. teachers mean = 2.62	17.9%	30.8%	30.8%	12.8%	7.7%	
reg. ed. teachers mean = 2.76	14.7%	20.0%	42.7%	13.3%	8.0%	
principals mean = 3.15	6.8%	17.6%	33.8%	24.3%	14.9%	
super-intendents mean = 3.63	7.9%	5.3%	23.7%	42.1%	21.1%	

7. School/community relations.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.44	59.0%	33.3%	5.1%	0.0%	0.0%	
spec. ed. teachers mean = 1.57	51.3%	38.5%	7.7%	1.3%	0.0%	
reg. ed. teachers mean = 1.49	60.0%	30.7%	9.3%	0.0%	0.0%	
principals mean = 1.46	59.5%	35.1%	5.4%	0.0%	0.0%	
super-intendents mean = 1.40	57.9%	36.8%	2.6%	0.0%	0.0%	

8. School plant (facilities utilization and management).

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.54	12.8%	28.5%	25.6%	20.5%	0.0%	
spec. ed. teachers mean = 2.31	25.6%	32.1%	29.5%	11.5%	1.3%	
reg. ed. teachers mean = 2.36	25.3%	33.3%	25.3%	12.0%	4.0%	
principals mean = 1.97	36.5%	36.5%	20.3%	6.8%	0.0%	
super-intendents mean = 2.66	15.8%	31.6%	26.3%	23.7%	2.6%	

9. Student personnel services.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.51	56.4%	30.8%	12.8%	0.0%	0.0%	
spec. ed. teachers mean = 1.72	41.0%	47.4%	10.3%	1.3%	0.0%	
reg. ed. teachers mean = 1.89	40.0%	38.7%	16.0%	2.7%	2.7%	
principals mean = 1.70	48.6%	33.8%	16.2%	1.4%	0.0%	
super-intendents mean = 1.82	36.8%	47.4%	13.2%	2.6%	0.0%	

10. Social environment (social systems organization and theory).

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.28	20.5%	48.7%	17.9%	12.8%	0.0%	
spec. ed. teachers mean = 2.32	16.7%	44.9%	30.8%	5.1%	2.6%	
reg. ed. teachers mean = 2.23	25.3%	32.0%	33.3%	6.7%	1.3%	
principals mean = 2.05	27.0%	44.6%	25.7%	1.4%	1.4%	
super-intendents	23.7%	26.3%	44.7%	2.6%	0.0%	

11. Organization and management of schools

very important	1	2	3	4	unimportant
spec. ed. directors mean = 1.97	33.3%	43.6%	15.4%	7.7%	0.0%
spec. ed. teachers mean = 2.07	32.1%	37.2%	24.4%	5.1%	1.3%
reg. ed. teachers mean = 1.89	42.7%	30.7%	22.7%	2.7%	1.3%
principals mean = 1.66	52.7%	31.1%	14.9%	0.0%	1.4%
super-intendents mean = 2.00	31.6%	39.5%	26.3%	2.6%	0.0%

12. Administrative theory and principles.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.21	28.2%	35.9%	28.2%	2.6%	5.1%	
spec. ed. teachers mean = 2.47	12.8%	38.5%	24.6%	10.3%	2.6%	
reg. ed. teachers mean = 2.29	26.7%	33.3%	24.0%	9.3%	5.3%	
principals mean = 2.08	25.7%	44.6%	25.7%	4.1%	0.0%	
super-intendents mean = 2.29	15.8%	42.1%	39.5%	2.6%	0.0%	

13. Testing and diagnosis.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.26	76.9%	20.5%	2.6%	0.0%	0.0%	
spec. ed. teachers	78.2%	17.9%	2.6%	1.3%	0.0%	
reg. ed. teachers mean = 1.44	65.3%	25.3%	4.0%	4.0%	0.0%	
principals mean = 1.62	50.0%	40.5%	8.1%	0.0%	1.4%	
super-intendents mean = 1.45	63.2%	26.3%	10.5%	0.0%	0.0%	

14. Identification and placement of exceptional children.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.18	82.1%	12.8%	5.1%	0.0%	0.0%	
spec. ed. teachers mean = 1.09	91.0%	9.0%	0.0%	0.0%	0.0%	
reg. ed. teachers mean = 1.28	77.3%	14.7%	5.3%	1.3%	0.0%	
principals mean = 1.37	73.0%	17.6%	9.5%	0.0%	0.0%	
super-intendents mean = 1.29	76.3%	21.1%	0.0%	2.6%	0.0%	

15. Historical perspectives of special education.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 3.00	15.4%	23.1%	28.2%	17.9%	15.4%	
spec. ed. teachers mean = 2.80	3.8%	33.3%	43.6%	17.9%	1.3%	
reg. ed. teachers mean = 2.88	8.0%	28.0%	32.0%	25.3%	5.3%	
principals mean = 2.73	10.8%	29.7%	37.8%	18.9%	2.7%	
super-intendents mean = 2.58	21.1%	28.9%	21.1%	28.9%	0.0%	

16. Legal issues of special education.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.36	71.8%	23.1%	2.6%	2.6%	0.0%	
spec. ed. teachers mean = 1.28	15.6%	20.5%	3.8%	0.0%	0.0%	
reg. ed. teachers mean = 1.63	49.3%	37.3%	10.7%	0.0%	1.3%	
principals mean = 1.61	54.1%	35.1%	8.1%	1.4%	1.4%	
super-intendents mean = 1.37	71.1%	23.7%	2.6%	2.6%	0.0%	

17. Instructional techniques and remediation.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.67	53.8%	28.2%	15.4%	2.6%	0.0%	
spec. ed. teachers mean = 1.42	61.5%	34.6%	3.8%	0.0%	0.0%	
reg. ed. teachers mean = 1.44	64.0%	25.3%	8.0%	1.3%	0.0%	
principals mean = 1.53	60.8%	28.4%	8.1%	2.7%	0.0%	
super-intendents mean = 1.66	52.6%	31.6%	13.2%	2.6%	0.0%	

18. Parent counseling.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.54	53.8%	38.5%	7.7%	0.0%	0.0%	
spec. ed. teachers mean = 1.35	69.2%	28.2%	1.3%	1.3%	0.0%	
reg. ed. teachers mean = 1.33	70.7%	24.0%	2.7%	0.0%	1.3%	
principals mean = 1.47	58.1%	36.5%	5.4%	0.0%	0.0%	
super-intendents mean = 1.68	52.6%	31.6%	10.5%	5.3%	0.0%	

19. Cognitive development.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.03	25.6%	43.6%	30.8%	0.0%	12.8%	
spec. ed. teachers mean = 1.77	38.5%	47.4%	12.8%	1.3%	0.0%	
reg. ed. teachers mean = 1.69	43.7%	44.0%	9.3%	2.7%	0.0%	
principals mean = 1.73	36.5%	51.4%	9.5%	1.4%	0.0%	
super-intendents mean = 2.11	13.2%	63.2%	23.7%	0.0%	0.0%	

20. Behavior management.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.80	30.8%	59.0%	10.3%	0.0%	0.0%	
spec. ed. teachers mean = 1.51	59.0%	30.8%	10.3%	0.0%	0.0%	
reg. ed. teachers mean = 1.53	57.3%	32.0%	6.7%	1.3%	1.3%	
principals mean = 1.61	45.9%	47.3%	6.8%	0.0%	0.0%	
super-intendents mean = 1.92	31.6%	44.7%	23.7%	0.0%	0.0%	

21. Clinical observations and internship in special education.

very important	1	2	3	4	5	unimportant
spec. ed. directors. mean = 2.00	35.9%	38.5%	17.9%	5.1%	2.6%	
spec. ed. teachers mean = 1.41	60.3%	38.5%	1.3%	0.0%	0.0%	
reg. ed. teachers mean = 1.76	48.0%	30.7%	10.7%	5.3%	2.7%	
principals mean = 2.01	31.1%	32.4%	25.7%	5.4%	1.4%	
super-intendents mean = 2.08	26.3%	44.7%	23.7%	5.3%	0.0%	

22. Guidance and counseling

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.87	33.3%	48.7%	12.8%	5.1%	0.0%	
spec. ed. teachers mean = 1.64	42.3%	51.3%	6.4%	0.0%	0.0%	
reg. ed. teachers mean = 1.80	37.3%	46.7%	10.7%	2.7%	1.3%	
principals mean = 1.93	33.8%	39.2%	27.0%	0.0%	0.0%	
super-intendents mean = 2.26	13.2%	50.0%	24.2%	2.6%	0.0%	

23. Characteristics of exceptional children.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.46	59.0%	28.5%	2.6%	0.0%	0.0%	
spec. ed. teachers mean = 1.30	73.1%	24.4%	2.6%	0.0%	0.0%	
reg. ed. teachers mean = 1.45	58.7%	30.7%	6.7%	1.3%	0.0%	
principals mean = 1.62	50.0%	37.8%	12.2%	0.0%	0.0%	
super-intendents mean = 1.63	50.0%	39.5%	7.9%	2.6%	0.0%	

24. Instructional programming for exceptional children.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.51	59.0%	30.8%	5.1%	2.6%	0.0%	
spec. ed. teachers mean = 1.33	66.7%	33.3%	0.0%	0.0%	0.0%	
reg. ed. teachers mean = 1.36	72.0%	17.3%	8.0%	1.3%	0.0%	
principals mean = 1.50	56.8%	32.4%	9.5%	0.0%	0.0%	
super-intendents mean = 1.40	63.2%	28.9%	2.6%	2.6%	0.0%	

but the type involved in working with parents. This can be noted by higher means by all personnel on guidance and counseling than on parent counseling. This is most likely an outgrowth of the parental involvement provisions of Public Law 94-142.

One example of a difference amoung groups can be seen in item 21, clinical observation and internship in special education. Special education teachers assigned substantially more importance to this item than did other categories of personnel. This is consistent with special education teachers expressed desire for an individual to be in charge of the special education program who can supply support for them in their instructional program. In other words, they don't want someone to handle purely administrative matters, but rather prefer someone who can become involved in actual classroom activities and who would, therefore, be more sympathetic to their needs and problems.

Identification and placement of exceptional children is also an area viewed as very important for administrators of special education. Again, this is most likely a result of concern generated by state and federal law and court decisions.

On the other hand there are a number of items considered to be not nearly as important. One clear conclusion would appear to be the lack of importance attached to items dealing with broad philosophical or theoretical aspects of education. Item 10, social environment, item 11, organization and management of schools, item 12, administrative theory and principles, and item 15, historical perspectives of special education, while not being considered completely unimportant, did differ a great deal from the importance attached to other items. This may be a reflection of the participants disillusionment with these areas in their own training, or an acknowledgement of their lack of usefulness in the real world.

One item accepted as unimportant for the special education director in Missouri is item 6, collective negotiations. This is a spin-off of the state's own legal structure and practice concerning this item. Missouri has no collective bargaining law for public employees. However, it is interesting that teachers, both special and regular, consider this to be more important than any of the administrators.

While mean scores are useful, it is also appropriate to observe the breakdown of percentages of personnel on various items. Often there are differences which are not reflected in the means. A good example of this is item 8, school plant. The building principal, who would be expected to be more concerned and more involved with facilities, marked 1 more often on this item. Conversely, on item 2, fiscal procedures - special education, the building principals chose 1 with much less frequency than did other personnel. Superintendents, however, chose 1 for this item much more frequently than other personnel. This is most likely an outgrowth of the complicated funding patterns of P.L. 94-142 and the desire by superintendents for someone knowledgeable in this area to assist them.

An item also tied closely to this is item 6, legal issues in special education. As noted earlier, the means for special education directors, special education teachers, and superintendents are lower than those of principals and regular teachers. It was posited that this was herpahs a result of the differing awareness and involvement of these categories with the legal stipulations in special education. This is demonstrated even more vividly by looking at the percentages of various personnel on this item. A much higher proportion of special education administrators, superintendents, and special education teachers marked this item as very important for the special education director in Missouri.

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Kansas

Because of the differences across states in terms of the structure and organization for special education and the i fluence of individual state's statutory stipulations, it was considered necessary to study the two states involved in this investigation separately. Figure 2 displays the way personnel in Kansas responded to the 24 items on the professional preparation instrument. There are some differences between the responses of Missouri personnel and Kansas personnel. In Kansas the majority of districts belong to some type of cooperative arrangement for the provision of special education services. In many instances this cooperative is a complete legal entity functioning as a separate district. This can be reflected in the fact that directors in Kansas consider fiscal procedures relating to special education to be more important than their counterparts in Missouri. Although still not considering it very important, directors did assign slightly more importance to collective negotiations than did Missouri directors. Directors also considered behavior management to be less important to a special education director in Kansas. This may be a reflection of the clearer delineation between special and regular education in terms of services of special education. Behavior problems would be handled by the principal or another individual not considered to be necessarily a part of the special education staff.

A great many more special education directors and special education teachers singled out finance, general as well as special, as being very important than did superintendents, principals or regular education teachers. A similar alignment can be seen on item 16, legal issues of special education. This grouping may be an indication of the greater awareness by directors and special education teachers in Kansas of the unique nature of special education admini-

Figure 2

Perceptions of Kansas School Personnel Regarding Specified Desired Preparation Areas (Instrument Items) for Special Education Directors

In your education setting, how important is knowledge/training/experience in:

1. Fiscal procedures (financing, budgeting development, etc.) relating to general school administration

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.82	41.2%	38.2%	0.0%	11.8%	5.9%	
spec. ed. teachers mean = 2.06	40.6%	25.0%	26.2%	3.1%	4.7%	
reg. ed. teachers mean = 2.54	26.2%	26.2%	24.6%	13.1%	9.8%	
principals mean = 2.29	21.2%	37.9%	33.3%	6.1%	1.5%	
super-intendents mean = 2.24	21.2%	45.5%	21.2%	12.1%	0.0%	

2. Fiscal procedures (financing, budget development, etc.) relating to special education.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.21	76.5%	17.6%	2.9%	0.0%	0.0%	
spec. ed. teachers mean = 1.56	62.5%	20.3%	15.6%	1.6%	0.0%	
reg. ed. teachers mean = 1.98	46.9%	31.1%	9.8%	4.9%	8.2%	
principals mean = 2.09	37.9%	25.8%	27.3%	7.6%	1.5%	
super-intendents mean = 1.67	51.5%	36.4%	6.1%	6.1%	0.0%	

3. Curriculum development and supervision.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.82	38.2%	41.2%	11.8%	2.9%	2.9%	
spec. ed. teachers mean =1.55	56.3%	37.5%	3.1%	1.6%	1.6%	
reg. ed. teachers mean = 1.39	70.5%	21.3%	6.6%	1.6%	0.0%	
principals mean = 1.62	47.0%	43.9%	9.1%	0.0%	0.0%	
super-intendents mean = 1.64	51.5%	33.3%	15.2%	0.0%	0.0%	

4. Staff personnel selection and development.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.27	70.6%	23.5%	2.9%	0.0%	0.0%	
spec. ed. teachers mean = 1.36	71.9%	21.9%	4.7%	1.6%	0.0%	
reg. ed. teachers mean = 1.38	73.8%	21.3%	1.6%	0.0%	3.3%	
principals mean = 1.23	77.3%	22.7%	0.0%	0.0%	0.0%	
super-intendents mean = 1.49	57.6%	39.4%	3.0%	0.0%	0.0%	

5. School law.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.62	44.1%	41.2%	11.8%	0.0%	0.0%	
spec. ed. teachers mean = 1.77	50.0%	28.1%	17.2%	4.7%	0.0%	
reg. ed. teachers mean = 1.90	37.7%	39.3%	18.0%	4.9%	0.0%	
principals mean = 1.82	39.4%	39.4%	21.2%	0.0%	0.0%	
super-intendents mean = 1.79	42.4%	36.4%	21.2%	0.0%	0.0%	

6. Collective negotiations.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 3.27	2.9%	17.6%	32.4%	29.4%	14.7%	
spec. ed. teachers mean = 2.66	12.5%	26.6%	42.2%	12.5%	4.7%	
reg. ed. teachers mean = 2.82	11.5%	27.9%	37.7%	13.1%	9.8%	
principals mean = 3.17	7.6%	18.2%	34.8%	28.8%	10.6%	
super-intendents mean = 3.30	3.0%	12.1%	45.5%	30.3%	9.1%	

7. School/community relations.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.53	47.1%	44.1%	5.9%	0.0%	0.0%	
spec. ed. teachers mean = 1.48	57.8%	35.9%	6.3%	0.0%	0.0%	
reg. ed. teachers mean = 1.54	59.0%	29.5%	9.8%	1.6%	0.0%	
principals mean = 1.55	51.5%	42.4%	6.1%	0.0%	0.0%	
super-intendents mean = 1.79	33.3%	54.5%	12.1%	0.0%	0.0%	

8. School plant (facilities utilization and management).

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.65	11.8%	29.4%	35.3%	14.7%	5.9%	
spec. ed. teachers mean = 2.39	18.8%	37.5%	32.8%	7.8%	3.1%	
reg. ed. teachers mean = 2.44	24.6%	29.5%	27.9%	13.1%	4.9%	
principals mean = 2.11	24.2%	42.4%	31.8%	1.5%	0.0%	
super-intendents mean = 3.03	3.0%	18.2%	54.5%	21.2%	3.0%	

9. Student personnel services.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.24	29.4%	26.5%	29.4%	5.9%	5.9%	
spec. ed. teachers mean = 1.78	37.5%	43.8%	15.6%	1.6%	0.0%	
reg. ed. teachers mean = 1.87	32.8%	49.2%	16.4%	1.6%	0.0%	
principals mean = 1.91	31.8%	36.4%	28.8%	0.0%	0.0%	
super-intendents mean = 2.21	24.2%	42.4%	24.2%	6.1%	3.0%	

10. Social environment (social systems organization and theory).

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.29	14.7%	47.1%	23.5%	8.8%	2.9%	
spec. ed. teachers mean = 2.42	12.5%	40.6%	34.4%	9.4%	1.6%	
reg. ed. teachers mean = 2.21	23.0%	41.0%	27.9%	8.2%	0.0%	
principals mean = 2.20	19.7%	45.5%	30.3%	4.5%	0.0%	
super-intendents mean = 2.33	15.2%	51.5%	18.2%	15.2%	0.0%	

11. Organization and management of schools.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.03	23.5%	52.9%	8.8%	11.8%	0.0%	
spec. ed. teachers mean = 2.20	26.2%	40.6%	20.3%	10.9%	1.6%	
reg. ed. teachers mean = 2.07	31.1%	41.0%	21.3%	3.3%	3.3%	
principals mean = 1.79	36.4%	48.5%	15.2%	0.0%	0.0%	
super-intendents mean = 2.18	15.2%	57.6%	21.2%	6.1%	0.0%	

12. Administrative theory and principles.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.32	17.6%	32.4%	38.2%	8.8%	0.0%	
spec. ed. teachers mean = 2.33	23.4%	32.8%	28.1%	10.9%	3.1%	
reg. ed. teachers mean = 2.57	16.4%	34.4%	32.8%	8.2%	8.2%	
principals mean = 2.21	22.7%	45.5%	21.2%	9.1%	1.5%	
super-intendents mean = 2.40	9.1%	42.4%	36.4%	9.1%	0.0%	

13. Testing and diagnosis.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.38	11.8%	47.1%	23.5%	11.8%	2.9%	
spec. ed. teachers mean = 1.83	42.2%	35.9%	18.8%	3.1%	0.0%	
reg. ed. teachers mean = 1.53	59.0%	29.5%	11.5%	0.0%	0.0%	
principals mean = 1.92	42.4%	28.8%	24.2%	3.0%	1.5%	
super-intendents mean = 1.73	48.5%	30.3%	12.1%	3.0%	3.0%	

14. Identification and placement of exceptional children.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.85	44.1%	32.4%	8.8%	8.8%	2.9%	
spec. ed. teachers mean = 1.38	73.4%	18.8%	4.7%	3.1%	0.0%	
reg. ed. teachers mean = 1.30	80.3%	13.1%	3.3%	3.3%	0.0%	
principals mean = 1.50	62.1%	27.3%	9.1%	1.5%	0.0%	
super-intendents mean = 1.42	66.7%	18.2%	9.1%	3.0%	0.0%	

15. Historical perspectives of special education.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.88	8.8%	14.7%	50.0%	17.6%	5.9%	
spec. ed. teachers mean = 3.00	4.7%	26.6%	40.6%	20.3%	7.8%	
reg. ed. teachers mean = 3.10	6.6%	24.6%	31.1%	27.9%	9.8%	
principals mean = 2.79	7.6%	30.3%	42.4%	15.2%	4.5%	
super-intendents mean = 2.79	6.1%	24.2%	48.5%	12.1%	6.1%	

16. Legal issues of special education.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 1.41	58.8%	32.4%	5.9%	0.0%	0.0%	
spec. ed. teachers mean = 1.44	65.6%	26.6%	6.3%	1.6%	0.0%	
reg. ed. teachers mean = 1.72	49.2%	34.4%	13.1%	1.6%	1.6%	
principals mean = 1.76	47.0%	33.3%	16.7%	3.0%	0.0%	
super-intendents mean = 1.73	42.4%	33.3%	21.2%	0.0%	0.0%	

17. Instructional techniques and remediation.

very important 1	2	3	4	5 unimportant
spec. ed. directors mean = 2.18	20.6%	47.1%	17.6%	8.8%	2.9%
spec. ed. teachers mean = 1.78	40.6%	43.8%	12.5%	3.1%	0.0%
reg. ed. teachers mean = 1.41	65.6%	29.5%	3.3%	1.6%	0.0%
principals mean = 1.68	42.4%	48.5%	7.6%	1.5%	0.0%
super-intendents mean = 1.64	48.5%	33.3%	12.1%	3.0%	0.0%

18. Parent counseling.

very important 1	2	3	4	5 unimportant
spec. ed. directors mean = 2.06	20.6%	52.9%	17.6%	2.9%	2.9%
spec. ed. teachers mean - 1.70	48.4%	35.9%	12.5%	3.1%	0.0%
reg. ed. teachers mean = 1.23	77.0%	23.0%	0.0%	0.0%	0.0%
principals mean = 1.61	53.0%	33.3%	13.6%	0.0%	0.0%
super-intendents mean = 1.70	42.4%	36.4%	18.2%	0.0%	0.0%

19. Cognitive development.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.24	11.8%	47.1%	35.3%	2.9%	0.0%	
spec. ed. teachers mean = 1.89	32.8%	43.8%	18.8%	3.1%	0.0%	
reg. ed. teachers mean = 1.85	36.1%	45.9%	16.4%	0.0%	1.6%	
principals mean = 2.00	22.7%	54.5%	22.7%	0.0%	0.0%	
super-intendents mean = 2.06	12.1%	51.5%	30.3%	0.0%	0.0%	

20. Behavior management.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.27	11.8%	52.9%	23.5%	5.9%	2.9%	
spec. ed. teachers mean = 1.94	32.8%	45.3%	18.8%	1.6%	1.6%	
reg. ed. teachers mean = 1.48	57.4%	39.3%	1.6%	1.6%	0.0%	
principals mean = 1.80	33.3%	53.0%	13.6%	0.0%	0.0%	
super-intendents mean - 2.03	18.2%	57.6%	15.2%	6.1%	0.0%	

21. Clinical observations and internship in special education.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.27	17.6%	47.1%	17.6%	11.8%	2.9%	
spec. ed. teachers mean = 1.78	43.8%	32.8%	18.8%	3.1%	0.0%	
reg. ed. teachers mean = 1.71	47.5%	41.0%	4.9%	6.6%	0.0%	
principals mean = 2.89	19.7%	42.4%	27.3%	10.6%	0.0%	
super-intendents mean = 2.15	15.2%	51.5%	24.2%	6.1%	0.0%	

22. Guidance and counseling.

very important	1	2	3	4	5	unimportant
spec. ed. directors mean = 2.53	11.8%	26.5%	47.1%	11.8%	0.0%	
spec. ed. teachers mean = 2.03	32.8%	37.5%	23.4%	6.3%	0.0%	
reg. ed. teachers mean = 1.61	54.1%	32.8%	11.5%	1.6%	0.0%	
principals mean = 1.99	28.8%	47.0%	21.2%	3.0%	0.0%	
super-intendents mean = 2.12	27.3%	36.4%	21.2%	12.1%	0.0%	

23. Characteristics of exceptional children.

very important 1	2	3	4	5 unimportant
spec. ed. directors mean = 1.56	47.1%	41.2%	8.8%	0.0%	0.0%
spec. ed. teachers mean = 1.56	60.9%	26.6%	7.8%	4.7%	0.0%
reg. ed. teachers mean = 1.41	63.9%	31.1%	4.9%	0.0%	0.0%
principals mean = 1.67	47.0%	40.9%	10.6%	1.5%	0.0%
super-intendents mean = 1.46	57.6%	33.3%	3.0%	3.0%	0.0%

24. Instructional programming for exceptional children.

very important 1	2	3	4	5 unimportant
spec. ed. directors mean = 1.65	47.1%	41.2%	2.9%	2.9%	2.9%
spec. ed. teachers mean = 1.42	65.6%	29.7%	1.6%	3.1%	0.0%
reg. ed. teachers mean = 1.34	68.9%	27.9%	3.3%	0.0%	0.0%
principals mean = 1.71	43.9%	45.5%	6.1%	4.5%	0.0%
super-intendents mean = 1.36	60.6%	33.3%	3.0%	0.0%	0.0%

stration.

Four areas of training, and the perceptions of their importance, exhibit an interesting array. On item 3, curriculum development and supervision, item 13, testing and diagnosis, item 14 identification and placement of exceptional children, and item 17, instructional techniques and remediation, the special education director chose 1 with much lesser frequency than other personnel. This seems to signify that directors don't feel that these areas are quite as important for him to know and understand. That is not to say that directors don't feel that these areas are important. However, there is a definite differing of opinion between the directors and other personnel. Since these items deal mainly with instructional processes, this may well be a reflection of the administrative structure of special education in Kansas. Because many small districts cannot provide services to exceptional children, a number of large cooperative arrangements have formed. In some instances these coops are so large that the director functions much as a superintendent and the instructional aspects of the job are deemphasized and the administrative aspects stressed.

Some frequency arrays possessing some significance for the administrator of special education appear on item 7, school/community relations, item 8, school plant, item 11, organization and management of schools, and item 12, administrative theory and principles. On these items the superintendents had a lesser tendency to mark 1 than did other personnel, including the director of special education. There may be several plausible explanations for this occurring. One possible theory may be that the superintendents consider these their areas and do not welcome intrusion by special education directors. Another rationale is that perhaps superintendents consider themselves well-trained in

these areas and do not feel that their director needs that particular expertise. And then again this may simply be a reflection of the superintendents' opinions of their own training in these areas.

A final note is appropriate on item 6, collective negotiations. As might be expected, teachers, regular and special, selected this item as being very important more frequently than any administrator.

Summary, Conclusions, and Implications

This paper has been directed toward reporting the results of a USOE/BEH research project regarding the administration of special education. More specifically it focused on one aspect of this project which dealt with the perceptions of various segments of the school community concerning the needed training of special education administrators in local school districts. It was noted that great differences did not exist across position categories. Where such differences did exist, they appear to be interwoven with an individual's own background and orientation. It was also observed that the two states involved in this investigation, Missouri and Kansas, differed somewhat in their perceptions of the special education administrator's role and training.

It is important to note that all categories of personnel have fairly consistent perceptions of the special education administrator's job. It indicates, first of all, that the items selected for this instrument were highly congruent with the reality of the role. Second, it bears good tidings for leadership personnel in special education. If all segments of the school comminity differed substantially in their role expectations for the administrator of special education, then that individual's task would be rendered almost impossible in trying to absolve these conflicts. Whether there are differences among categories or not does not appear to be as useful as are the levels of importance attached by the group of personnel as a whole to individual items.

As the needs of exceptional children become more urgent, and that urgency is fueled by legislation and litigation, the position of administrator of special education will increase in importance. Many districts who previously saw no need for such a position, now are beginning to view its initiation as

vital. Districts which are large enough to include an administrative position in special education at the lower levels are seeing the position move up the administrative hierarchy to assume a more visible and drucial role in the operation of the school. A concurrent consideration concerning the escalating importance of special education interfaces the existing timbre of society regarding existing educational practices. Such issues as "back to basics" and "competency testing" have heightened concern about the efficacy of our educational systems.

The field of special education with its delivery techniques and methodologies has emerged as a possible vehicle for increased educational effectiveness. As a little yeast leavens the loaf, so, it seems, may a little innovation, introduced into the system in the guise of "special education," permeate the entire educational organization to result in better learning for all children. There are some who view this as a possibility with messianic overtones. Whether this will come to pass or not is mere conjecture at this junction in time. However, special education remains a field fraught with promise. Its future burns bright for our educational institutions, but its progress is not without problems. The difficulty that looms largest is the effective and efficient administration and direction at the local district level of so quickly an expanding area. The answer to this would appear to be better preparation of those individuals who will be charged with this task.

The implications from this study for training programs would seem to indicate that an individual is needed for the administration of special education who has a wide background of experience with training in both general administrative and special education processes. In addition, experential areas dealing with the unique nature of special education administration need to be involved.

A number of people have developed models and programs for training special education leadership personnel. Most notable are Daniel Sage at Syracuse, Richard Weatherman at Minnesota, and Ben Harris and John King at the University of Texas. Most of these programs deal with either simulation training or competency models. And perhaps this is the most effective approach, joining the two of these together in one training program. Special education administrators seem to prefer a competency-based program, while the practicality of the reality setting involved in simulation training cannot be ignored. Any type of program should, of course, take into account an individual's previous background and orientation. Competency-based, field-related experience lends itself very well to this approach. A model program might consist of the components displayed in Appendix C.

This study by no means has all the answers. In fact, it probably has more questions than answers. But they are intriguing questions and they predict exciting possibilities. The future indicates sweeping changes in the organization and administration of special education. The progress to be made is substantial, but the journey promises to be profitable.

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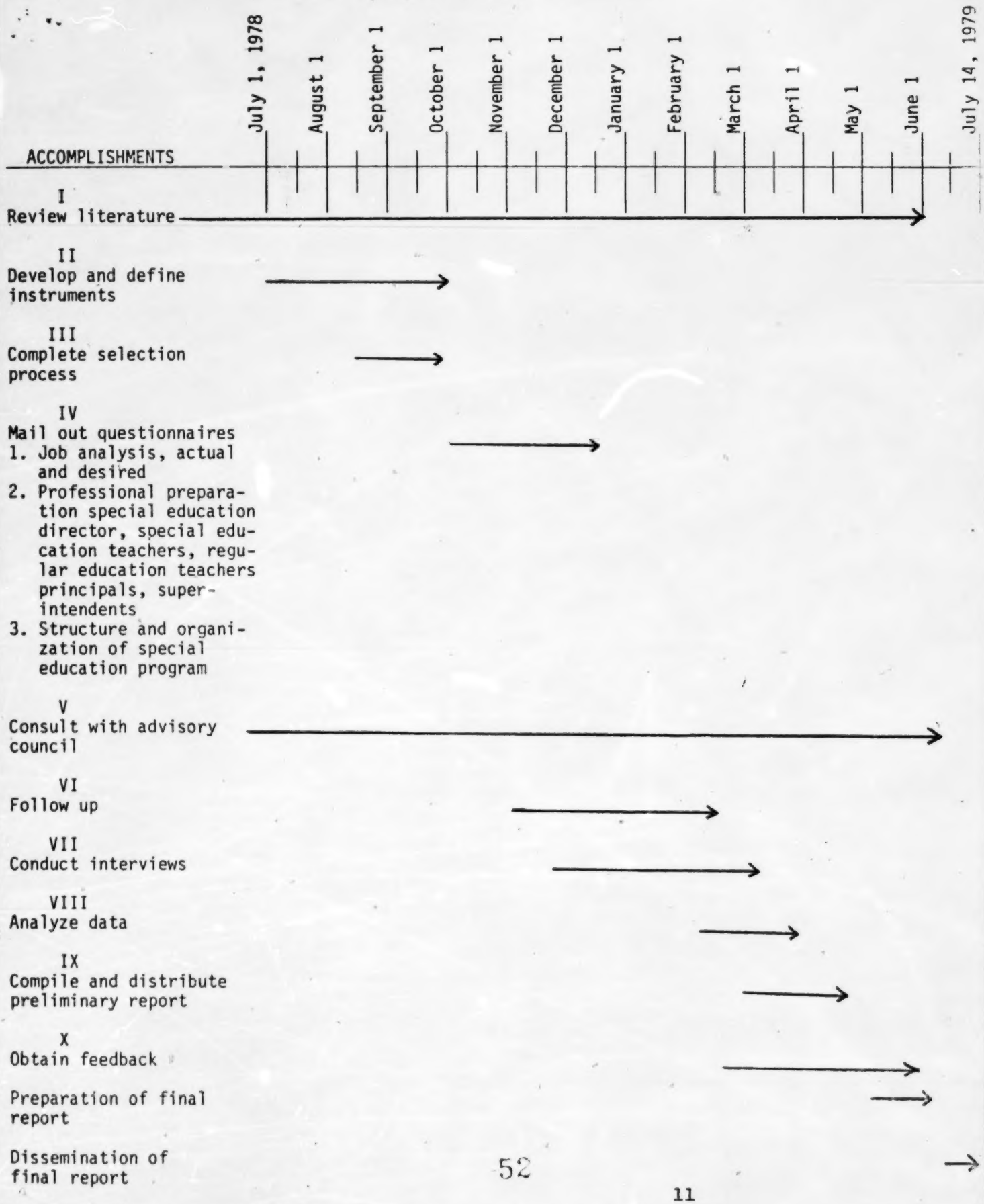
APPENDIX A

(Study Components)

TIME FLOW CHART OF PROJECT ACTIVITIES



APPENDIX B

(Professional Preparation Questionnaire)

Code:

PROFESSIONAL PREPARATION QUESTIONNAIRE

I. Please circle the number on the scale that corresponds to how important you feel each of the following is for a special education administrator to possess in your educational setting.

In your setting, how important is knowledge/training/experience in:

1. Fiscal procedures (financing, budget development, etc.) relating to general school administration.

very important 1 2 3 4 5 unimportant

2. Fiscal procedures (financing, budget development, etc.) relating to special education.

very important 1 2 3 4 5 unimportant

3. Curriculum development and supervision.

very important 1 2 3 4 5 unimportant

4. Staff personnel selection and development.

very important 1 2 3 4 5 unimportant

5. School law.

very important 1 2 3 4 5 unimportant

6. Collective negotiations.

very important 1 2 3 4 5 unimportant

7. School/community relations.

very important 1 2 3 4 5 unimportant

8. School plant (facilities utilization and management).

very important 1 2 3 4 5 unimportant

9. Student personnel services.

very important 1 2 3 4 5 unimportant

10. Social environment (social systems organization and theory).

very important 1 2 3 4 5 unimportant

11. Organization and management of schools.

very important 1 2 3 4 5 unimportant

12. Administrative theory and principles.
very important 1 2 3 4 5 unimportant

13. Testing and diagnosis.
very important 1 2 3 4 5 unimportant

14. Identification and placement of exceptional children.
very important 1 2 3 4 5 unimportant

15. Historical perspectives of special education.
very important 1 2 3 4 5 unimportant

16. Legal issues of special education.
very important 1 2 3 4 5 unimportant

17. Instructional techniques and remediation.
very important 1 2 3 4 5 unimportant

18. Parent counseling.
very important 1 2 3 4 5 unimportant

19. Cognitive development.
very important 1 2 3 4 5 unimportant

20. Behavior management.
very important 1 2 3 4 5 unimportant

21. Clinical observations and internship in special education.
very important 1 2 3 4 5 unimportant

22. Guidance and counseling.
very important 1 2 3 4 5 unimportant

23. Characteristics of exceptional children.
very important 1 2 3 4 5 unimportant

24. Instructional programming for exceptional children.
very important 1 2 3 4 5 unimportant

25. Other (please specify)
very important 1 2 3 4 5 unimportant

26. Other (please specify)
very important 1 2 3 4 5 unimportant

APPENDIX C

(Model Program)

THE TRAINING OF SPECIAL EDUCATION ADMINISTRATORS

A COMPETENCY-BASED, FIELD-RELATED PROGRAM